U.S. History and Government

Two practice sessions per week, followed by one new retrieval check.

Name _____ **Date** _____

Week 1 / What did the law respond to? + Read a photograph as evidence

Work the two exercises on the corresponding week's sheet. Then put your notes away and answer this check.

How does evidence of low household electricity access help contextualize a public power proposal?

Week 2 / Compare two responses to voting barriers + Source purpose and reliability

Work the two exercises on the corresponding week's sheet. Then put your notes away and answer this check.

An organizer wrote a flyer about a march. State one inquiry for which it is useful and one needing corroboration.

Week 3 / Follow a civic issue through time + Write a document-based civic judgment

Work the two exercises on the corresponding week's sheet. Then put your notes away and answer this check.

A law grants federal oversight. Name one practical outcome measure and one limit.

Bridge rehearsal

A law promises equal access to a service. Choose one record proving authorization and another helping evaluate actual access.

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SESSION 1

What did the law respond to?

Historical summary of the Interstate Commerce Act (1887): Congress created a commission to oversee interstate railroads and required reasonable rates. An invented farmer's petition complains that one railroad controls the only economical route to market. Give context and explain a cause-and-effect relationship. Identify the source that can establish what Congress enacted.

Start here if you were away. Mark the statute summary and the simulated petition separately.

SESSION 2

Read a photograph as evidence

An invented photograph description shows marchers carrying “Votes for Women” signs outside a government building. A newspaper selected the image for its front page. Identify an inference supported by the scene and one claim it cannot support. Explain why the editor's choice matters.

Start here if you were away. Separate what the camera could show from what a reader might infer.

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SESSION 3

Compare two responses to voting barriers

Source summaries: the Fifteenth Amendment prohibited denying the vote on the basis of race, color or previous servitude. The Voting Rights Act of 1965 authorized federal enforcement measures against discriminatory voting practices. Describe a continuity and a change in the federal response. Explain one context for the later act.

Start here if you were away. Identify what the constitutional amendment states and what the later law adds.

SESSION 4

Source purpose and reliability

Historical summary: the Eighteenth Amendment prohibited manufacture, sale and transportation of beverage alcohol. An invented campaign leaflet promises that Prohibition will end family hardship. What can the leaflet reveal about reformers' appeals? What additional record is needed to evaluate its promise?

Start here if you were away. Label the leaflet's prediction and the amendment's action.

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SESSION 5

Follow a civic issue through time

Historical summaries: organized suffragists campaigned for decades; the Nineteenth Amendment prohibited denying voting rights on account of sex in 1920; other voting barriers persisted afterward. Build a short civic-literacy outline with circumstance, action, and extent of success. Supply one accurate outside detail.

Start here if you were away. Write one sentence for the problem, then one for the response.

SESSION 6

Write a document-based civic judgment

Three summaries: railroad shippers challenged unequal rates; Congress created the Interstate Commerce Commission in 1887; later legislation expanded federal rate-setting power. Argue how far federal action addressed rail regulation. Use two summaries and one relevant outside detail. Identify one missing measure of actual impact.

Start here if you were away. Order the evidence as grievance, response and later change.